
Report To:	Education & Communities Committee	Date:	07 March 2023
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/16/23/MR
Contact Officer:	Michael Roach, Head of Education	Contact No:	01475 712824
Subject:	Scottish Attainment Challenge Refresh Year 1 Plan 2022/23 Update		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is update members of the Education & Communities Committee on progress relating to the first year of the refreshed Scottish Attainment Challenge Programme within Inverclyde.

2.0 RECOMMENDATIONS

2.1 Members of the Education & Communities Committee are asked to note the content of the update report.

3.0 BACKGROUND AND CONTEXT

- 3.1 The Scottish Government launched the SAC Refresh programme in late March 2022 where the “Framework for Recovery and Equity” guidance was issued. The Framework was used to guide our future planning. The SEF (Strategic Equity Fund) Year 1 plan and Stretch Aims was submitted to the Scottish Government in November 2022.
- 3.2 The Education and Communities Committee agreed the SAC Year 1 plan at the committee meeting on 9th February 2022.

4.0 SEF – (Strategic Equity Fund)

- 4.1 The project lead has effectively assumed responsibility for all aspects of the attainment challenge project which has resulted in a SEF plan that encompasses all aspects of the attainment challenge.

An Inverclyde Scottish Attainment Challenge logic model has been created with short-term goals outlined that direct the annual SEF plan.

Work streams have been agreed that will drive forward the logic model short-term aims. These include leadership, teaching, learning and assessment, wellbeing and families and communities (See appendix 1: SEF Plan) ([link to Education Services in Inverclyde page - SEF Plan](#)). This has resulted in all contributors of work streams, including partners, creating annual planning with outcomes and measures and termly action plans linked to the logic model.

Interrogation of data continues to support the decision-making of SEF planning. A data framework to give further clarity on the types and usage of data for schools and local authority to further track and monitor progress and impact is almost complete.

A more targeted approach to resource deployment has been taken. For example, outreach teachers now provide more targeted support. This intensified and targeted approach is based on achievement of a Curriculum for Excellence level (ACEL) data for the broad general education (BGE) and deprivation levels.

As indicated in the previous report to committee, the overall aim of the SAC Refresh programme will be to continue to close the poverty related attainment gap while simultaneously ensuring a sustainable model remains impacting positively on pupils, families and staff across Inverclyde.

Planning for Years 2 - 4 has focussed on outcomes linked to measures identified by the Scottish Government (Core Stretch Aims) and measures particular to the Inverclyde context (Core PLUS Stretch Aims).

Planning has taken account of the reduction in funding and the impact this will have on staffing. The Project Lead has worked closely with colleagues from Finance and Human Resources following policy guidelines and adopting a phased exit strategy. Decisions around staffing have focussed on where we can make the greatest impact and on how we can provide a sustainable programme to support children, families and staff across Inverclyde.

Permanent staff who have been seconded to the project will revert to their substantive posts if they have one. Temporary staff will be considered as part of the overall annual staffing exercise.

In supporting a sustainable model, the Project Lead has supported the creation of the PASE (Pedagogy and Support for Equity) web-blog which will provide access to relevant information

and support materials, for all practitioners, linked to evidence-based approaches and interventions aimed at narrowing the poverty related attainment gap.

4.2 Governance:

A SEF Governance structure is in place to ensure the programme is run effectively. Voices from senior managers, partners, unions and 2 Head Teachers are heard at the Tri-annual meetings promoting the mission ***“to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap.”***

Quality partnerships continue to be an integral part of the attainment challenge.

Barnardo's, speech and language, libraries, education psychology & community learning and development have agreed and are implementing planning that aligns with the SAC logic model aims. Three times per year all partners review and report on the progress of plans. Approaches are also reviewed to support sustainability.

4.3 Stretch Aims:

The project lead worked closely with the attainment advisor, senior managers, all headteachers and partners to develop their stretch aims and SEF plan. This collegiate approach has resulted in confidence that the aims are ambitious.

National comparator data, alongside the analysis of 3-year trends, best performance data alongside unpublished 2021/22 results were analysed to assist in the development of stretch aims.

Primary school headteachers were asked to identify pupils in Primary 4 & 7 (no data was available for Primary 1 at this time) where interventions could support them to achieve expected levels. This approach ensured a challenge to schools to be ambitious in their identification. Secondary headteachers were consulted in the setting of SCQF 5 and 6 stretch aims in a similar manner to Primary headteachers. When setting the aims, consultation led to consideration given to appropriate accreditation that leads to positive destinations. All other measures were agreed upon with schools, partners and central local authority staff. Setting stretch aims has led to a more targeted approach to the use of attainment challenge funding, alongside schools' PEF spend.

Progress is being tracked by coordinating individual school visits three times per year from recovery associates, who support schools with data analysis and interventions. This will inform if identified pupils are on track and have the appropriate interventions in place to achieve stretch aims. Information gathered from these visits has resulted in adaptations to approaches and resources where appropriate.

SAC tracking periods throughout the session are November, February and May, where pupil ACEL (Achievement of Curriculum for Excellence Level) attainment data is uploaded to a tracking spreadsheet. Interrogation of this data focusses on progress towards agreed Stretch Aims and also allows for improved decision-making. The Project Lead shares this data at SEF headteacher meetings providing opportunities for headteachers to interrogate their own and others data leading to increased professional dialogue on what is working well.

Senior Phase data is discussed with Secondary HTs during these tracking periods focussing on progress towards Stretch Aims and positive destinations for leavers with provision of funds to assist with a Supported Study programme for identified pupils.

Good progress has been made towards the ACEL Literacy and Numeracy Stretch Aims with further tracking and monitoring to come in March and May 2023.

Good progress is being made with a focus on ensuring pupils gain wider awards/accreditation through CLD Secondary input with 77 pupils (S1 – 3) participating in the Dynamic Youth Awards or the Bronze Youth Achievement Awards.

Termly reports from Barnardo's input indicate good progress is being made with 83% of parents who receive a bespoke package have a better understanding of how every day care, help and responses assists children's development in all areas.

4.4 PEF (Pupil Equity Fund):

Updated PEF guidance is in place to support schools to maximise their PEF spending.

All PEF plans have been reviewed by the attainment advisor. Education officers discussed feedback from the attainment advisor with individual headteachers. Detailed analysis of plans has identified common themes to further strengthen the use of PEF. This has led to a programme of training that takes place across the year.

Primary schools with similar demographics have been grouped into families to facilitate collaboration. This has resulted in termly meetings planned to moderate plans, review data, consider effective tracking of progress and share what is working well.

Updated PEF guidance includes explicit guidance on carry forwards requiring approval from the Head of Education. All schools have been advised that all PEF funds should be committed by the end of March 2023 for the rest of the academic year. All plans have been reviewed centrally by finance and education teams. Education officers have discussed the allocation of funds with individual schools. This has led to all funding, including any underspend, being allocated and planned for. A review took place in November 2022 with a further review planned for March 2023 to identify any schools that require support to adapt their planning.

Through robust monitoring, tracking and targeted support, we have managed to significantly reduce any underspends/carry forwards in PEF over the course of the session. We will continue to support establishments in the decision-making process regarding best practice for PEF spends in line with the equity agenda and provide updates re any issues resulting from future pay awards that may impact establishment plans.

4.5 CECYP Fund (Care Experienced Children and Young People Fund):

The virtual headteacher has made a strong start to implementing care-experienced plans aligned with 'The Promise'. The virtual headteacher has created a robust, up-to-date data dashboard that accesses both social work and education data. This has resulted in a strengthened understanding of who the care-experienced pupils are in each school.

The dashboard has also been used to support the identification of pupils who are at risk of exclusion or who need attendance support. The virtual headteacher is currently working with schools and young people to devise a tiered response to attendance concerns. A process for 'pupils at risk of exclusion' that activates a team around the child response before an exclusion happens, is in place.

Highly ambitious Stretch Aims for CEYP have been identified with the virtual headteacher and tracking is planned for November, February, and May.

The virtual headteacher has also met with all heads of establishments to raise awareness of their role and expectations of both parties. The virtual headteacher continues to work with each establishment to look at their care experience pupils' data ensuring appropriate action plans are in place.

Improved joined up working between Education and HSCP is evident in the planning process to support CEYP.

Plans are in place to discuss stretch aims going forward with a focus not only on attendance and exclusion but on attainment and these will be included in the SEF submission for next Session.

5.0 IMPLICATIONS

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO	N/A
Financial	X		
Legal/Risk		X	
Human Resources	X		
Strategic (LOIP/Corporate Plan)		X	
Equalities & Fairer Scotland Duty		X	
Children & Young People's Rights & Wellbeing		X	
Environmental & Sustainability		X	
Data Protection	X		

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
PEF	Various	2022/23	2,585		22/23 Funding
SAC	Various	2022/23	2,749		22/23 Funding
CECYP	Various	2022/23	163		22/23 Funding

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments
N/A					

5.3 Legal/Risk

N/A.

5.4 Human Resources

Over the next 4 years of the SAC Programme staffing will be impacted as reduced funding will mean a reduction in staffing. Consideration being given to the impact a reduced service via the SAC refresh plan will have on existing staff working as part of the current SAC project.

5.5 Strategic

N/A.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 SEF Year 1 Plan – Session 2022/23
SAC Years 2 – 4 Planning Themes and Staffing

Mission: to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Government's vision of equity and excellence in education

Vision: Excellence through raising attainment & achieving equity

The ambition: To raise attainment for all while closing the poverty related attainment gap.



How will we fund the ambition?

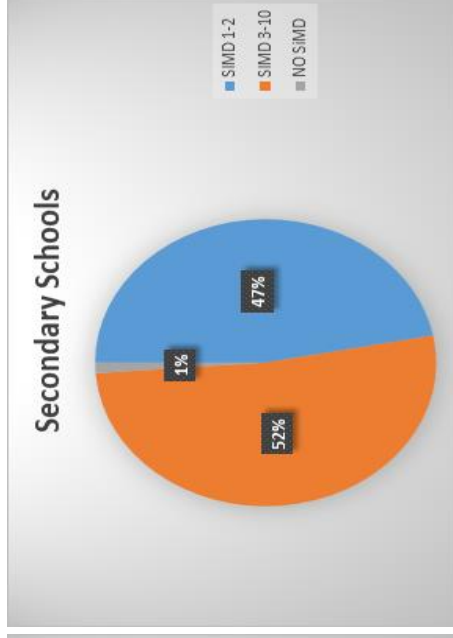
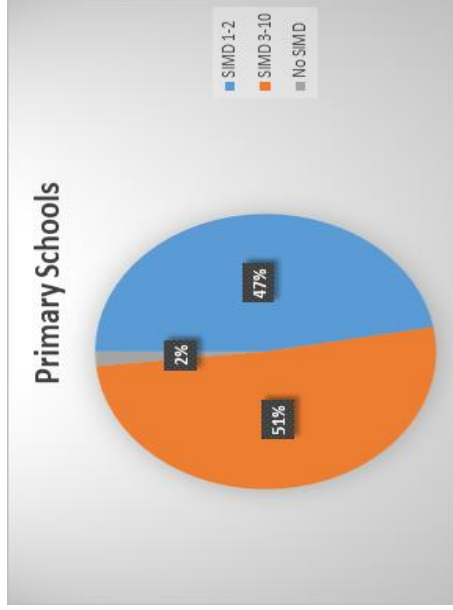
- Core Education Service Funding
- Strategic Equity Funding
- Pupil Equity Fund
- Care Experienced Children and Young People Fund

Strategic Equity Plan



2022/23

Context:



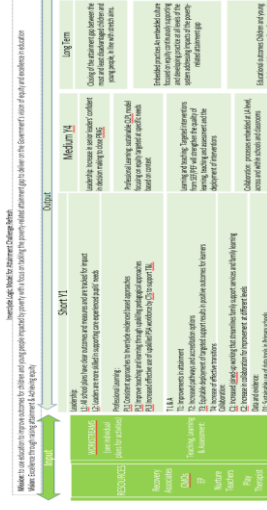
Q1 = 47% v Q5 = 15%

Q1 = 47% v Q5 = 13.5%

Stretch Aims (Page 2 - 4)

Current Level (2021/22)	ACEI P1, 4, 7 Literacy Combined				
	Overall levels	Q1	Q5	Q0.5	Gap (Q1 to Q0.5)
71.43%	65.38%				16.56%
Stretch aim to be achieved 2022/23:	75.77%	67.45%			15.89%
Improvement (percentage point)	4.34%	2.07%			1.40%
					0.67%

Logic Model (Page 5)



Appendix 1

Workstreams (Page 6)



Core Stretch Aims 2022/23

a) achievement of Curriculum for Excellence Levels (literacy combined and numeracy combined);

Literacy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
Benchmark level (2020/ 21)	67.9%	55.2%	82.6%	79.3%	27.4%	24.1%
Stretch aim to be achieved 2022/23: **	75.7%	67.4%	83.3%	83.3%	15.9%	15.9%
Improvement (Percentage point)	7.8%	12.2%	0.7%	4.0%	11.5%	8.2%

d) the proportion of 16-19 olds participating in education, employment or training based on the Annual Participation Measure produced by SDS *

Participation Rates	Overall levels	Q1	Q5	Gap Q1 to Q5
Benchmark level (2020/21)	93.3%	90.8%	97.6%	6.8%
Stretch aim to be achieved 2022/23: **	94.7%	91.8%	97.8%	6.0%
Improvement (percentage point)	1.4%	1%	0.2%	0.8%

Numeracy Combined	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
Benchmark level (2020/ 21)	74.5%	63.0%	91.4%	84.9%	28.4%	21.9%
Stretch aim to be achieved 2022/23:**	82.2%	75.7%	91.5%	88.2%	15.8%	12.5%
Improvement (percentage point)	7.7%	12.7%	0.1%	3.3%	12.6%	9.4%

e) a locally identified aim for health and wellbeing, to be measured using local datasets.

Attendance Overall	Overall levels	Q1	Q5	Q2-5	Gap Q1 to 5	Gap Q1 to 2-5
Benchmark level (2020/ 21)	93.7%	92.9%	96.3%	95.1%	3.4%	2.2%
Stretch aim to be achieved 2022/23: **	95.0%	94%	96.3%	95.1%	2.3%	1.1%
Improvement (percentage point)	1.3%	1.1%	0.0%	0%	1.1%	1.1%

* This session we will use Q1 – Q5 data as other data sets are unavailable. From next session we will set stretch aims from Q1 to Q2- 5

** Please note that these stretch aims are over a 2 year period 2021 - 2023

Core Stretch Aims 2022/23

b) the proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the “SSAILD” publication;

b) the proportion of school leavers attaining 1 or more pass at SCQF level 5 based on the “SSAILD” publication;	Overall levels	Q1	Q5	Q2-5	Gap Q1 – Q5	Gap Q1 to 2-5
Baseline level (2020/ 21)	91.7%	87.6%	97.8%	95.6%	10.2%	8%
Stretch aim to be achieved 2022/23:	91.8%	88.3%	97.9%	95.7%	9.6%	7.4%
Improvement (percentage point)	0.1%	0.7%	0.1%	0.1%	0.6%	0.6%

Overall the 91.1% stretch aim exceeds a 4 year average of 90.4%. In addition this is an increase to beyond 2018/19 figures (89.5%) Q1 – 5 4 y average gap is reduced from 11.8% to 7.1%. In addition there is in reduction from 2018/19 figures (14.1%) of 7% Q1 to Q2- 5 4 y average gap is reduced from 9.5% to 6.5%. In addition there is in reduction from 2018/19 figures (12.5%) of 6%

- Inverclyde encourages a broad curriculum that encompasses wider qualifications not gathered by the SSAILD data. Inverclyde has historically strong pathways for learners leading to positive destinations. Appropriate accreditation is at the heart of these pathways. Pupils are already committed to appropriate pathways prior to the agreement of stretch aims.
- Current published data 2020/21 was gathered using different approaches to assessment. Overall pass rates rose by 5.8 at SCQF Level 5 and 3.2 for Level 6 using this method of assessment. This approach particularly suited our learners impacted by poverty. Returning to traditional approaches of assessment in 2021/22 has decreased both A-C passes in SCQF 5 and 6.
- While we have submitted Q1 to Q5 gap data this is not a true reflection of Inverclyde’s context

b) the proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the “SSAILD” publication

b) the proportion of school leavers attaining 1 or more pass at SCQF level 6 based on the “SSAILD” publication	Overall levels	Q1	Q5	Q2-5	Gap Q1 – Q5	Gap Q1 to 2-5
Baseline level (2020/ 21)	70.6%	59.5%	87.1%	80.6%	27.6%	21.1%
Stretch aim to be achieved 2022/23:	70.7%	59.6%	87.1%	80.6%	27.5%	21.0%
Improvement (percentage point)	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%

Overall the 68.6% stretch aim almost meets 4 year average of 69%. In addition this is an increase to beyond 2018/19 figures (67.4%) Q1 – 5 4 y average gap is reduced from 30.9% to 29%. In addition there is in reduction from 2018/19 figures (31.8%) of 2.8% Q1 to Q2- 5 4 y average gap is reduced from 22.6% to 20.6%. In addition there is in reduction from 2018/19 figures (24%) of 3.4%

Core + Stretch Aims 2022/23

Engagement E1	Overall levels
Most care experienced learners previously looked after who are living in Inverclyde will increase attendance at school to at least 85% by June 2023	
Current level (2021/ 22)	71%
Stretch aim to be achieved 2022/23:	90%
Improvement (percentage point)	19%

Engagement E2	Overall levels
Number of incidents where CEYP pupils who are excluded reduced by 50%	
Current level (2021/ 22)	27
Stretch aim to be achieved 2022/23:	13
Improvement (percentage point)	50%

Readiness to Learn R 1- 6	% of those engaging with support
77% of parents who receive a bespoke package of support will demonstrate improved everyday interaction with their child and provide everyday care and help.	
Current level (2021/ 22)	74%
Stretch aim to be achieved 2022/23:	77%
Improvement (percentage point)	3%

Teaching & Learning T1 – 4	Q1
96% of those actively participating in alternative accreditation in the BGE secondary, impacted by poverty will receive accreditation, leading to stronger pathways and destinations.	
Current level (2021/ 22)	96%
Stretch aim to be achieved 2022/23:	100%
Improvement (percentage point)	4%

Mission: to use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap to deliver on the Government's vision of equity and excellence in education
Vision: Excellence through raising attainment & Achieving equity

Input

Output

RESOURCES	Short Y1	Medium Y4	Long Term
<p>Recovery Associates</p> <p>CMOs</p> <p>EP</p> <p>Nurture Teachers</p> <p>Play Therapist</p> <p>Outreach T</p> <p>Libraries</p> <p>SP&L</p> <p>Barnardos</p> <p>CLD</p> <p>Digital lead</p> <p>Research assistant</p> <p>Virtual HT</p> <p>Data leads</p> <p>Secondary Teachers</p>	<p>Leadership:</p> <p>L1: Almost all school plans have clear outcomes and measures and are tracked for impact</p> <p>L2: Leaders are more skilled in supporting care experienced pupils' needs</p> <p>Professional Learning :</p> <p>PL1 Consistent approaches to Inverclyde evidenced based approaches</p> <p>PL2 Improve teaching and learning through upskilling pedagogical approaches</p> <p>PL3 Increased effective use of upskilled PSA workforce by CTs to support T&L</p> <p>Teaching, learning and assessment</p> <p>T1: Improvements in attainment</p> <p>T2: Increased pathways and accreditation options</p> <p>T3: Equitable deployment of targeted support results in positive outcomes for learners</p> <p>T4: Increase of effective transitions</p> <p>Collaboration:</p> <p>C1: Increased joined-up working that streamlines family support services and family learning</p> <p>C2: Increase in collaboration for improvement at different levels</p> <p>Data and evidence:</p> <p>D1: Sustainable use of data tools in Primary schools</p> <p>D2: Increased use of data to identify pupils requiring targeted support at all levels</p> <p>D3: Most establishments will be more confident in the use of tracking data</p> <p>D4: Annual stretch-aims met</p> <p>D5: Increased sharing of impactful practice</p> <p>Understanding:</p> <p>U1: Schools are more aware on where partnership working can add value</p> <p>U2: Parents are more aware and support of the values of equity</p> <p>U3: Equity values are maintained in all establishments</p> <p>Readiness to learn:</p> <p>R1: Increase in 'readiness to learn' of targeted pupils whose family receives bespoke services</p> <p>R2: Increase the wellbeing of pupils</p> <p>R3: Increased number of parents improving their mental health through targeted interventions</p> <p>R4: Increase in positive child parent/carer relationships and family functioning of targeted families as a result of bespoke interventions</p> <p>R5: Decrease in number of families needing crisis support due to early intervention</p> <p>R6: Increase in parental awareness, engagement and confidence in supporting their child's learning.</p> <p>Engagement:</p> <p>E1: Improved attendance and engagement</p> <p>E2: Reduction in exclusion numbers</p> <p>E3: Increased engagement from stakeholders in SIP/PEF</p> <p>A1: Approaches: Governance processes in line with SAC Refresh</p>	<p>Leadership: Increase in senior leaders' confident in decision making to close PRAG</p> <p>Professional Learning: sustainable CLPL model focusing on equity targeted at specific needs based on context</p> <p>Learning and teaching: Targeted interventions from SEF/PEF will strengthen the quality of learning, teaching and assessment and the deployment of interventions</p> <p>Collaboration: processes embedded at LA level, across and within schools and classrooms</p> <p>Data and evidence: deployment evidence-based interventions based on data-informed practice</p> <p>Culture and ethos: A collective response across Inverclyde results in positive outcomes for children and families impacted by poverty</p> <p>Readiness to learn: Increase in wellbeing of children and families through enhanced collaboration across the local authority</p> <p>Engagement: Embedded engagement and participation of children and young people, families and communities in the learner journey</p> <p>Embedded evidence-based approaches resulting in improved outcomes for children and families</p>	<p>Closing of the attainment gap between the most and least disadvantaged children and young people, in line with stretch aims.</p> <p>Embedded practices An embedded culture focused on equity continuously supporting and developing practice at all levels of the system addressing impacts of the poverty-related attainment gap</p> <p>Educational outcomes Children and young people have rights to equality of opportunity to positive and excellent educational outcomes regardless of their background.</p> <p>Education system : An education system which actively addresses poverty, removing barriers through inclusive ethos, practice and approaches for children and young people, parents and carers and practitioners.</p> <p>Achievement: An education system which encourages, reflects, and values the breadth of achievements that contribute to improved outcomes for children.</p>
<p>WORKSTREAMS (see individual plans for activities)</p> <p>Teaching, Learning & Assessment:</p> <p>Wellbeing</p> <p>Families and communities</p> <p>Leadership</p>			

Workstreams

01

Leadership

Project lead
Research Assistant
Education Psychologist
Virtual Headteacher
Recovery Associates
Digital Lead
Data Leads

02

Teaching & Learning & Assessment

Coaching & Modelling Officers
Outreach Teachers
Speech & language Libraries
Secondary Teachers
CLD Secondary

03

Wellbeing

CMOs
Nurture Teachers
Play Therapist

04

Families & Communities

Barndardos
CLD Primary

Planning and Reporting

	Outcomes from Logic Model	Work streams	Planning/reporting (Annual outcome and measures within individual plans)
Leadership:	<ul style="list-style-type: none"> L1: All school plans have clear outcomes and measures and are tracked for impact L2: Leaders are more skilled in supporting care experienced pupils' needs 	Leadership	<ul style="list-style-type: none"> Project Lead Virtual Headteacher
Professional Learning	<ul style="list-style-type: none"> PL1 Consistent approaches to Inverclyde evidenced based approaches PL2 Improve teaching and learning through upskilling pedagogical approaches PL3 Increased effective use of upskilled PSA workforce by CTs to support teaching and leaning 	Teaching, learning & Assessment	<ul style="list-style-type: none"> CMOs Educational Psychologist
Teaching, Learning & Assessment:	<ul style="list-style-type: none"> T1: Improvements in attainment T2: Increased pathways and accreditation options T3: Equitable deployment of targeted support results in positive outcomes for learners T4: Increase of effective transitions 	Teaching, learning & Assessment Families and Communities	<ul style="list-style-type: none"> CLD Secondary Project Lead Speech and Language Therapy Libraries
Collaboration:	<ul style="list-style-type: none"> C1: Increased joined-up working that streamlines family support services and family learning C2: Increase in collaboration for improvement at different levels 		<ul style="list-style-type: none"> Project Lead
Data and evidence:	<ul style="list-style-type: none"> D1: Sustainable use of data tools in Primary schools D2: Increased use of data to identify pupils requiring targeted support at all levels D3: Most establishments will be more confident in the use of tracking data D4: Annual stretch-aims met D5: increased sharing of Impactful practice 	Leadership	<ul style="list-style-type: none"> Project lead
Understanding:	<ul style="list-style-type: none"> U1: Schools are more aware on where partnership working can add value U2: Parents are more aware and support of the values of equity U3: Equity values are maintained in all establishments 	Leadership	<ul style="list-style-type: none"> Project Lead CMOs Wellbeing, Literacy and Numeracy
Readiness to learn:	<ul style="list-style-type: none"> R1: Increase in 'readiness to learn' of targeted pupils whose family receives bespoke services R2: Increase the wellbeing of pupils R3: Increased number of parents improving their mental health through targeted interventions R4: Increase in positive child parent/carer relationships and family functioning of targeted families as a result of bespoke interventions R5: Decrease in number of families needing crisis support due to early intervention R6: Increase in parental awareness, engagement and confidence in supporting their child's learning. 	Families & Communities Wellbeing Teaching, Learning & Assessment	<ul style="list-style-type: none"> Barnardos CMO Wellbeing Educational Psychologist CMO literacy and numeracy CLD Primary
Engagement:	<ul style="list-style-type: none"> E1: Improved attendance and engagement E2: Reduction in exclusion numbers E3: Increased engagement from stakeholders in SIP/PEF 	Leadership	<ul style="list-style-type: none"> Educational Psychologist Virtual Headteacher Project Lead
Approaches:	A1: Governance processes in line with SAC Refresh	Leadership	Project Lead

Exemplar of Workstream Plan – TLA: Speech and Language Logic Model outcome/s: PL1 & PL2, T1 & T2 - Full plans available on request.

Annual outcomes	outcome measures
<p>By April 2023, 90% of ELC within Inverclyde will be trained in how to support children’s vocabulary development.</p>	<p>Attendance/ training records / survey of nurseries will show increase in the number of establishments who have accessed Vocabulary training for staff (nursery staff, primary one class teachers, support staff) Meet with new Early-First Level Literacy CMO, August – September 2022 Continued roll out of Early Years Training across Authority, September</p>
<p>By April 2023, 70% of ELC within Inverclyde will be using structured /explicit approaches to develop children’s vocabulary, engagement with words and word learning skills. (baseline of 27% trained, 13% implementing/embedded within practice)</p>	<p>Practitioner Questionnaires will indicate an increase in confidence of practitioners and examples of how they are supporting children’s vocabulary as part of everyday practice</p> <p>Survey of establishments will show application of range of implicit and explicit approaches to develop children’s language skills as foundation for their reading and writing Evidence of nurseries using approaches such as “Word Aware” , specific strategies or similar (observation, social media manager report)</p> <p>Oral feedback from management across establishments will show vocabulary development as a focus & being implemented in learning environment (baseline of 13%)</p>
<p>By April 2023, 80% nurseries using word aware or similar approach (to develop vocabulary) will be regularly sharing home learning focussed on vocabulary and phonological awareness skills e.g. word of the day/week & word games with families</p>	<p>Evidence of parental engagement on twitter e.g. newsletter which has focus on vocab / word week, sharing of word of the week, word I need to hear stickers etc. (46% baseline) Practitioner questionnaire will show increase in confidence with supporting parents to actively develop their children’s vocabulary skills Nursery surveys will show clear focus and planned efforts to involve parents in any vocabulary programme implemented Feedback forms from parents will show high level of satisfaction with resources / support provided and confidence with how they can support at home</p>